

CHAPTER 6

EDUCATION AND TRAINING

A need for the education and training of personnel is paramount in today's Navy. Millions of dollars are allocated each year for this purpose. In some of the more technical Navy ratings, such as electronics, data processing, or nuclear power, the education price tag may approach \$100,000 per student. In some of the less technical fields, such as administration or supply, there is less expense, but education costs are still high, and they are getting higher very day. Nevertheless, we must continue to educate and train Navy personnel.

The first section of this chapter deals with the training of subordinates in the various customs and traditions of major religions. The RPC and RP1 need training in this area in order to be able to supervise worship support operations.

BASIC CUSTOMS AND TRADITIONS OF VARIOUS RELIGIONS

The Command Religious Program is designed to afford the opportunity for the free exercise of religion to all command personnel and their families. Many religious groups, whose members embrace a variety of customs and traditions, may be involved. Information concerning these various customs and traditions must be made available to assigned Religious Program Specialists (RPs). This will assist them in providing effective worship support.

Chapter 2 of *RP 3 & 2*, module I, *Personnel Support*, NAVEDTRA 287-01-45-82, provides information concerning basic customs and traditions of various religions. Also, Navy chaplains and selected civilian clergy are excellent sources of information.

VOLUNTEER PERSONNEL PERFORMING LITURGICAL FUNCTIONS

Assigned personnel and their families may desire to take an active part in the Command Religious Program as lay participants. Instructors are usually needed in the religious education program. Volunteer workers are often used in the nursery during worship services. Musical productions sponsored by the Command Religious Program may depend on volunteer lay participation for their success.

Vacation Bible/Church School events and other programs of outreach or renewal can be sources of spiritual insight and development, and normally they require voluntary staff support. These lay services will benefit the volunteers as well as enhance the appeal of the Command Religious Program.

Chaplains and RPs should consider volunteers as valuable team members and should do their utmost to encourage such participation. Lay persons may be reluctant to offer their assistance and will need to be asked. Those accepting responsibility should be supported with adequate information, materials, and training to accomplish their goals. Volunteers have a great influence on the success of the Command Religious Program.

Persons who volunteer to participate in the Command Religious Program may need training of some type to function effectively in the capacity in which they are volunteering their time and talent. Such training can often be conducted by chaplains or RPs.

ALIGNMENT OF TRAINING WITH BILLET AND COMMAND MISSION

Religious Program Specialists (RPs) may be assigned a variety of duties requiring special training. For example, RPs assigned to ships may

be required to bear arms during a watch. Since male RPs are combatants, those assigned duty with Marine Corps units will be required to qualify in the handling of small arms and ammunition as their Marine Corps commanders may direct. RPs assigned to Marine Corps Fleet Marine Force (FMF) units may be required to undergo combat training.

SCHOOLING OF ASSIGNED PERSONNEL

When RPs in paygrades E-5 through E-9 are transferred on PCS orders, they are often assigned an intermediate duty station for training before reporting to their ultimate duty station. Some examples of intermediate training are RP C school, Leadership and Management Education and Training (LMET), Maintenance and Material Management (3-M) Supervisor's Course, and Fire Fighting. Funding for such training is provided by Naval Military Personnel Command (NMPC).

Occasionally, the needs of the gaining command are such that personnel must report aboard immediately. Should such a situation arise, provisions for necessary training should be made as soon as command operations permit.

Training requirements for assigned personnel should be projected far in advance and should be included as long-range budget items. Funding for training is usually difficult to arrange after the fiscal budget goes into effect on 1 October. Such cost items as travel and per diem should be calculated as closely as possible. The disbursing officer can provide guidance in this area.

TRAINING/ORIENTATION OF OTHER SERVICE VETERANS (OSVETS)

Since the establishment of the RP rating, many Marine Corps personnel have been granted permission by the Secretary of the Navy to make an interservice transfer to the Navy to serve as RPs. There are no provisions for enlisted personnel in other branches of service to effect a transfer to the Navy without completing their current enlistment. Additionally, all other Navy enlistment requirements must be met by other service veterans (OSVETs).

Marine Corps personnel who are permitted to transfer to the Navy are discharged from the Marine Corps for the convenience of the

government. Such personnel must obligate themselves to serve not less than 24 months in the Navy.

OSVETs are initially assigned to a naval training center to receive naval orientation training. Following the orientation period, they may be assigned to RP A or C school, as appropriate. If OSVETs are not assigned to RP schools, they may be assigned to a Navy duty station. Those assigned to RP A school will be assigned to their ultimate duty station near the end of the schooling period.

RECEIVING OSVETS ABOARD

Although the period of naval orientation is most helpful to the OSVET, it should be remembered that full orientation as to Navy procedures will take some time. OSVETS will have to adapt to a different military environment. Whenever commands are notified that an OSVET is to report aboard for duty, the following preparations should be made.

Ž The leading RP should work closely with the command personnel officer to ensure that orders, housing applications, paygrade, accrued leave, and all other facets of the personnel transfer are in order.

Ž The command disbursing officer should be contacted to ensure that a pay record is established and that provisions are made to facilitate full pay and allowances for the OSVET.

Ž Office space should be arranged for newly reporting personnel.

Ž Any other action that would help to effect a smooth interservice transfer of the OSVET should be accomplished. Every effort should be made to take advantage of the past experience of the OSVETS.

RELIGIOUS PROGRAM SPECIALISTS ASSIGNED TO MARINE CORPS UNITS

Navy RPs are often assigned to Marine Corps bases, air stations, or Fleet Marine Force (FMF) units and may not be familiar with procedures at these duty stations.

All male RPs are eligible for duty with Fleet Marine Force (FMF) units and Marine Corps garrisons. They must sign a **Page 13** statement in

their service record to acknowledge such eligibility. Female RPs are eligible for duty aboard noncombatant ships, at Marine Corps bases, and with nondeploying Marine Corps units. They must acknowledge this eligibility with a **Page 13** statement.

If an RP is ordered to duty with an FMF unit, two things that can be done ahead of time will be of great value to the RP when reporting for duty. First, the RP should begin immediately a program to attain the best possible physical condition before reporting aboard. Second, he should buy a pair of U.S. Marine Corps (USMC) field boots and break them in. A pair will be issued soon after the RP reports aboard, but a 10-mile hike the first day in a pair of new boots may give the hiker very sore feet!

Chaplains are forbidden by the Geneva Convention to carry firearms in combat. Therefore, in combat situations, the RP is the chaplain's bodyguard. The chaplain must be free to minister to the wounded and dying.

RPs assigned to FMF units may be required to undergo training at the Marine Corps Infantry Training School (ITS), Camp LeJeune, North Carolina, unless this training has been received previously. The length of the school varies according to the current training needs, but it is normally 3 to 4 weeks. Use of weapons (particularly the M-16 rifle and .45-caliber pistol), use of explosives, marching, close order drill, strenuous exercise, combat tactics, hand-to-hand fighting, and weapons care are all likely to be emphasized.

At times the training will be very demanding on both mind and body. The trainee may soon feel that the instructors are not there to help, but to badger and harass personnel. This is not true! The instructors and everyone in the unit want the RP to succeed in training. They know that any member who is not successful in training will weaken the effectiveness of the unit. This could place the safety of the entire unit in jeopardy.

Upon reporting to any Marine Corps command (base, station, or FMF), RPs have the option of wearing Navy or Marine Corps service uniforms. (Marine Corps Order [MCO] 10120.28 and MCO P1020.34 refer.) If RPs elect to wear Marine Corps service uniforms, they are given a complete issue and must abide by Marine Corps grooming and appearance standards or regulations. They must also meet Marine Corps physical fitness standards. If RPs elect to wear the Navy uniform, Navy grooming standards apply. A small issue of Marine Corps combat uniforms will

be issued the RP according to MCO P10120.28 and MCO P1020.34.

GENERAL MILITARY TRAINING

All Navy personnel, regardless of duty station, will receive periodic training sessions on general military topics. Such topics may include the Uniform Code of Military Justice; basic first aid; nuclear, biological, and chemical warfare; physical and information security; substance abuse; and many others. The leading RP should assign a first or second class petty officer as division or department training petty officer. As such, the training petty officer is responsible to the division officer for ensuring that general military training (GMT) is scheduled and conducted periodically—usually once a month, GMT topics should be of a general nature so that they apply to all hands. Responsibilities of the training petty officer may be limited to ensuring that all hands attend scheduled GMT sessions. While operations may preclude 100 percent attendance at GMT sessions, every effort should be made to get the trainee to the training site for each presentation.

Occasionally, the training topics may be of interest to civilian employees and/or military families at the duty station. Information about sessions at which topics of general interest are to be discussed (survivor's benefits, predeployment briefings, basic first aid, lifesaving instruction) should be given wide dissemination. The training schedules, topics, instructors, guest speakers, meeting places, and times should be publicized well in advance.

STANDARD COMMAND TRAINING; REQUIREMENTS

NOTE: Much of the information in this section is discussed in other Navy training publications. It is highlighted here primarily for the benefit of interservice transferees and OSVETs.

Standard command training gives assigned personnel a broad overview of training objectives and brings the command mission into perspective. Standard training may include refresher training, a fleet or squadron training evolution, fire fighting, or other such instruction. A unit will not function well if untrained. Education and training should be a continual process throughout a military career and lifetime.

GENERAL DAMAGE CONTROL PQS

Personnel Qualification Standards (PQS) in General Damage Control exist for all Navy personnel, regardless of rank, rate, or rating. These standards exist because many Navy personnel have been killed or seriously injured because of ignorance of basic damage control, basic fire-fighting skills, or personal protection methods. In one scene of the Navy training film *Trial by Fire* (actual footage of *USS Forrestal* disaster), some sailors are shown isolated from safety by the fire and reading the instructions for donning an oxygen-breathing apparatus (OBA). Obviously, that was not the time to learn!

Currently, all personnel assigned to ships must meet General Damage Control PQS requirements (including basic fire-fighting skills) soon after reporting aboard. The commanding officer decides how much time must be allotted for full qualification, but normally this period is not longer than 6 months. Personnel in the ship's engineering department and specifically those in the repair division are tasked by the commanding officer to provide instruction and monitor qualification in General Damage Control PQS.

Religious Program Specialists assigned to ships may be required to serve on a fire party or a damage control team on duty days. Usually a senior petty officer from the engineering department in each duty section is assigned as on-scene leader to control activities at the scene of the fire or other disaster. If assigned to a fire party or damage control team, the RP should attend all training sessions held by the on-scene leader. The location of all repair lockers, the ship's compartment numbering system, and the location and operation of fire-fighting equipment must be learned. This may require a great deal of time and effort, but it is absolutely essential! The lives of many shipmates may someday depend on how well fire-fighting and damage control skills are mastered.

Most fleet training centers conduct basic fire-fighting and damage control team training. Area commanders assign their personnel to this training according to available quotas. The training usually lasts 2 to 3 days and simulates actual shipboard situations. If an RP is assigned to a fire party or damage control team, this training would be most valuable.

MAINTENANCE AND MATERIAL MANAGEMENT (3-M) PQS

In addition to General Damage Control PQS, the command may require all assigned personnel to meet maintenance and material management (3-M) standards as well. If so, the ship's 3-M Coordinator (usually a first class or chief petty officer) will ensure that this training is provided.

WATCH STANDING

Regardless of the duty station assigned, it is likely that the assigned RP will have to stand watches of one type or another. Local directives will provide training guidelines for standing these watches. A PQS for watch standing may exist, and personnel may be required to stand one or more watches under instruction until fully qualified to perform watch-standing duties.

Commands ashore may require senior RPs to stand watches as officer of the day (OOD) or shore patrol (SP). At most shore stations there are enough senior personnel assigned so these duties occur infrequently (normally once a month).

Duty aboard ship may be different. Senior RPs may be required to stand watches as officer of the deck (OOD) in port once or twice a week or more often. Whenever the ship is operating at sea, watch standing may be part of the daily routine. The senior watch officer (SWO) will construct the watch bill as the situation dictates.

Also, aboard some ships operating at sea, the commanding officer may require that the office of the chaplain be open around the clock. In that case, the leading RP should construct a watch bill reflecting this requirement for approval of the command chaplain and senior watch officer. If enough RPs are assigned, the leading RP should leave himself or herself off the watch bill in order to be on call for emergencies at any time. If it is necessary for the leading RP to be on the watch bill, the leading RP should take the watch during normal ship's working hours, which is usually the time of peak activity in the office of the chaplain.

Aboard ship, in addition to following other directives, assigned personnel will be directed by the watch, quarter, and station bill. In case of emergencies, such as fire, flooding, or imminent attack, personnel will be directed as to place of muster, whether or not to don protective clothing and) or life jacket, whether or not to activate equipment and/or weapons, and so forth. Part

of the check-in procedure aboard a ship is to receive a life raft assignment from the first lieutenant (deck department head). Division officers/department heads will make all the other watch, quarter, and station bill assignments as command directives may dictate. RPs must know where their watch, quarter, and station assignments are, and what to do once they get there. In moving to their stations, all hands should travel forward and up on the starboard side of the ship, down and aft on the port side. RPs may be required to set material condition Zebra (providing the highest level of watertight integrity) in their spaces whenever the general alarm is sounded. If so, the RP must learn where all hatches, doors, scuttles, portholes, and valves are located in assigned spaces so watertight integrity can be established as quickly as possible. The division/department damage control petty officer (DCPO) and personnel from the repair division can provide valuable instruction in this area.

RPs assigned to Marine Corps units are not likely to be assigned to watches, other than those required in connection with the Command Religious Program or those necessary for safety in living quarters. By occupation, marines stand physical security watches at all Marine Corps and several Navy installations. Nonrated RPs may be assigned messman duties in dining facilities.

TRAINING SCHEDULES

In order to accomplish the necessary training, it must be appropriately scheduled. Training schedules should be submitted by the division or department training petty officers for approval through the chain of command.

PROPER TRAINING DOCUMENTATION

In all training sessions conducted, records should be kept that indicate those personnel in attendance, instructor(s), topic(s), date and time, points awarded, qualifications attained, and other related information. Forms suitable for this purpose are shown in figures 6-1 through 6-3; however, forms prepared locally may be used.

While training sessions have always been scheduled and conducted as needed, the increased emphasis on accountability today makes proper documentation very important. The Navy must show justification for, and the resulting value of every training dollar spent. Proper documentation of training serves another purpose—the training records will show commanders how many and which members of their assigned personnel have received training. Division and department training petty officers (training POs) must work closely with the personnel officer to ensure that training completed is reflected in the member's service record.

GENERAL RECORD (Type I)				
OPNAV FORM 1500-30 (10-60)		0107-LF-700-9000	PERIOD COVERED: FROM _____ TO _____	
TITLE _____				
COLUMN CAPTIONS				

Figure 6-1.—General Record (Type I).

GENERAL RECORD (Type II)
OPNAV FORM 1600-31 (10-60)

PERIOD COVERED: FROM _____ TO _____

TITLE _____

COLUMN CAPTIONS

Figure 6-2.—General Record (Type II).

ADVANTAGES OF EDUCATION AND TRAINING

In regard to advancement in rate, trained personnel will have an advantage over untrained personnel on at least two occasions. First, personnel who complete all command training requirements on time can reasonably expect to become advancement candidates and receive the commanding officer's advancement recommendation. Second, even if basic training requirements are met, advanced training is likely to give that extra edge to the advancement candidate. Completion of Navy schools, Navy correspondence courses, and secular education will benefit advancement candidates. Selection boards for E-7 and above take into account the education and training courses the candidate has completed.

TRAINING SESSIONS

Training sessions must be designed to accommodate the variety of experience levels of assigned RPs. Some personnel may be assigned to RP billets directly from recruit training. Others may

come to the office of the chaplain via lateral conversion from another Navy rating. Some members are authorized to make an interservice transfer from the Marine Corps to the Navy to serve as RPs. Still others become RPs via a command Striker Selection Board or Professional Development Board.

ON-THE-JOB TRAINING (OJT)

The various ways of becoming an RP all share one common element—the need for on-the-job training (OJT). On-the-job training is a vital part of training for RPs, as they learn by doing at the duty station to which they are assigned. On-the-job training and RP school training can complement one another by providing a fuller perspective of what it means to be an RP. Procedures not fully understood in one mode of training may be clarified in the other.

READINESS TRAINING

A naval officer once stated, "The main objective of any (ship's) training program ought to be to train the crew to win in war." With the world situation becoming increasingly volatile, to

GENERAL RECORD (Type III)
OPNAV FORM 1500-32 (10-80)

PERIOD COVERED: FROM

TO

TITLE

MONTH	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
DAY OF THE MONTH	1											
	2											
	3											
	4											
	5											
	6											
	7											
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	10											
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	29											
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	31											
WEEKLY OR BI-WEEKLY	1ST											
	2ND											
	3RD											
	4TH											
	5TH											
MONTHLY												
QUARTERLY												
SEMI-ANNUAL												
ANNUAL												

S/N 0107-LF-701-1000 (See reverse for instructions and/or explanations of entries)

Figure 6-3.—General Record (Type III).

287.196

say “We must be ready” might seem like an understatement.

One may ask the question “How does training take place?” Training experiences should take place every day. Personnel should be learning from daily operations.

Leading RPs need to answer the following questions when formulating training plans:

Ž What is the command mission, and what actions are required of RPs to fulfill this mission?

Ž What is the current experience and training level of assigned RPs, and how does this level match up with requirements?

Ž If training requirements and experience and/or training levels are incompatible, what must be done to correct the situation—schooling of assigned personnel, on-the-job training, a special training emphasis, or repetition?

The training objectives of the command are determined by recognizing the command mission as part of the Navy mission. Commanders tailor the training objectives to fit unique situations at the local command level, but, more importantly, to meet mission goals.

Readiness training is measured and categorized by commanders on a continual basis. Every effort is made to attain and maintain readiness level C-1 (the highest level of readiness). This status generally means that all requirements are met or exceeded in the areas of manpower, training, and material and that the unit stands ready to perform its mission.

THE RP AS TEACHER

To effectively instruct subordinates, senior RPs must be role models. The effective teacher is one who is thoroughly familiar with all duties he or she is instructing subordinates to perform and who is able to pass on this information. The effective supervisor should also set a good example for the members being supervised.

INSTRUCTING

The following are some helpful hints for both the student and teacher which have been adapted from another training manual. Senior RPs can use these ideas in formal instruction situations if local training requirements dictate. Nearly every teaching technique involves lecturing by the

instructor—“talking to the student.” First of all, the instructor should present the objectives of the lesson: why the instruction is necessary, how it relates to the assignment at hand, and in what way the student will benefit from the instruction.

Oral Presentation

Each training session conducted must be as interesting and meaningful as possible. The instructor should try to motivate students to want to learn and ensure that each one understands the lesson. The following techniques will help guide the instructor through the oral presentation of a training session.

1. A high degree of enthusiasm should be maintained by the instructor. Lack of enthusiasm on the part of the instructor would most likely lead to disinterest by students.

2. Instructors should speak in a normal, conversational voice. Words should be enunciated clearly and spoken audibly. Important points should be emphasized by the use of gestures, repetition, and variation in voice inflection.

3. Maintaining good eye contact is important. The instructor can accomplish this by making eye contact with different members of the group in separate parts of the room from time to time. This also may indicate to the instructor whether the students are following the instructions or are confused or disinterested. If they are confused or disinterested, the instructor should try to give the instructions in greater detail, more slowly, and should try to make the training session as interesting as possible. Instructors should try to make all students feel that attention is being divided equally among all members of the class.

4. Senior RPs should ensure that instruction is tailored to the level of ability and expertise of the group. Students who are subjected to a presentation or explanation containing big words, complex phrases, or technical terms beyond their level of comprehension will usually lose interest very quickly. Technical words or new expressions should be explained as they are presented.

5. Throughout the presentation the instructor should try to determine whether or not the students are understanding the subject matter. Since facial expressions may not always be true indicators of student comprehension of the subject matter, the instructor should frequently ask questions, both of a general and a specific nature. Questions from students should be encouraged as well. The best time to clear up

misunderstandings is when they occur. Some RPs may hesitate to ask questions because they are timid, are embarrassed to ask questions in front of their peers, or do not know what questions to ask.

6. Instructors should ask questions that stimulate thought. A mere recall of facts is not enough. Some methods that cause the students to think include initiating class discussions setting up problem situations, making challenging statements, and asking thought-provoking questions.

7. Distracting mannerisms should be avoided. Chewing gum, jingling keys or coins in one's pocket tossing a piece of chalk up and down or from hand to hand, and other such mannerisms tend to draw the students' attention away from the subject matter being presented.

Motivation

The term *motivation* has been defined as "the incentive, drive, or pressure to take action." The wise instructor realizes that regardless of how well the subject matter is prepared and presented, students will not learn unless they want to. No one can order a student to learn. Students may be required to complete assignments, but this is no guarantee that they will try to understand the subject matter. So, attempting to MAKE a learning experience grow from compliance is not the answer. Such pressure can cause feelings of resentment toward both the instructor and the subject matter.

As an instructor, the leading RP has to be the major motivating factor in creating a learning environment. The guidelines presented under the previous subtopic, Oral Presentation, will be of benefit to the instructor in motivating students to learn.

The degree of motivation required in each learning experience varies with the situation and the individuals concerned. For example, if the students know they will be required to participate in fire fighting aboard ship as members of a hose team and are reminded that proper use of an oxygen-breathing apparatus (OBA) may well save their lives, the motivation for learning to use that equipment is very strong. The leading RP must motivate students by stressing the need for familiarization with the material presented. If legitimate questions are raised by the students as to why the training is needed, the instructor must do more than reply "because the chaplain says so." The instructor might motivate them to learn by pointing out that the training can pay off at

advancement examination time. Advancement in rate leads to increased pay, authority, responsibility, prestige, and the possibility of more interesting assignments. Another approach may be to appeal to the student's pride in being able to master the subject matter being presented.

Sometimes the senior RP can create sufficient motivation for learning by showing a personal interest in the subordinate RP. The RPC or RP1 should respect the opinions of junior RPs. listening to their questions and striving to answer them honestly and openly will enhance the leading RPs credibility with subordinates and establish a more relaxed and open atmosphere. Leading RPs should emphasize the contribution each RP can make to the success of the Command Religious Program when learning takes place.

Rewards, such as early liberty or being excused from certain duties, may provide the needed motivation to set the stage for learning. However, instructors should be cautious in using rewards to motivate, as this method has certain disadvantages. (1) The motivating influence may cease once the reward is received. (2) Since some students learn faster than others, the slower learners might be discouraged because they finish last. ("Why try, I can't win anyway.") (3) If the instructor should grant early liberty contingent upon favorable test results, the slow learner may resent the disadvantage and may be tempted to cheat on the test. Inducing each student to work to better his or her own record—to compete against himself or herself—may be the most effective way to motivate people.

Sometimes a story from the leading RP's personal experience may increase the students' desire to learn. A firsthand account of how training received has proven beneficial in some real life situations is often helpful. Care should be taken, however, not to ramble on with sea stories which take up a great deal of the instruction time.

Training Aids

Some instructors have a good command of the English language and can explain things very well. However, even the most skilled lecturers can usually be more effective if they use training aids.

A training aid is any picture, chart, graph, or piece of equipment that can be used to illustrate and clarify the subject matter. Commonly used aids may include films, models, trainers, charts, chalkboard, drawings, transparencies, mock-ups, TV, and recordings.

Before using a training aid, the instructor should be sure it applies directly to the subject matter and helps achieve the learning objective. The instructor should preview films and ensure that mechanical aids are in good working order before they are used.

Each aid used should present only one basic idea since presenting two or more ideas simultaneously may be confusing. To be effective, the aid should be used in the presentation at the appropriate time.

The training aid should be large enough for the most distant student to see it clearly. If the aid is not large enough to display at the front of the classroom, the instructor could ask students to gather around the display so as to get a closer look. Or, the students may be allowed to pass the aid around the room—from student to student. If this is done, the instructor should allow each student a few moments to examine the aid before proceeding with the presentation. When displaying an aid, the instructor should be sure that no student's view is obstructed.

Teaching a Skill

One method that is useful for teaching a skill is the demonstration-performance method, or teaching by doing. This procedure covers all the necessary steps in learning a skill and presents them in the most effective order.

The teaching-by-doing method of instruction involves “doing” by both the instructor and the student. This method is most effective when a skill is to be taught to one student or a small group of students. Classroom time may not permit a group of more than 10 to learn the skill when this method is employed. For a group of 10, breaking the students into 2 groups of 5 each would probably be more effective.

The order of presentation is important. The instructor should begin with the purpose and objectives. There is a difference between seeing and perceiving, so the instructor must take care to explain and stress major points of the presentation. If nomenclature is important, then the instructor must name each part and describe its function.

The following steps can be applied to most teaching-by-doing situations:

1. The instructor does and tells.
2. The instructor does while a student tells.
3. The student does and tells.
4. Students practice (under supervision).

In step 1, the instructor performs the skill carefully, accurately, and slowly enough for the students to follow. Care should be taken to emphasize any action the group might miss if it were not pointed out. Applicable safety precautions should be stressed and followed by the instructor at all times. Instructors should beware of the trap implied in the statement “I’ve done that so many times I could do it blindfolded.” Perhaps this is a true statement, but it may cause students to ignore safety precautions.

The first step is very important. The presentation must be so organized that no vital information is omitted. Such hesitations or interruptions as “I forgot to tell you . . .,” or “Just a minute while I check this step,” would clearly indicate that the instructor is not properly prepared.

In step 2, the physical steps are completed while a student explains what the instructor is doing. The instructor should perform the steps precisely as directed by the student unless safety precautions are violated. Then, if an error is made by the student, the other students (or the instructor) can point out the mistake. In the event of an error, the performance should stop and the error be corrected. Then the performance should start over again with the student explaining the procedure correctly. If there are too many errors, the instructor should stop the performance and repeat step 1 before calling the same student to begin step 2.

Step 2 is particularly valuable when there is a chance of harming personnel or damaging equipment while the skill is being taught. The students demonstrate orally that they know what to do, but are relieved of the possibility of endangering themselves or the equipment. Students can concentrate on procedure without fear of injury or failure. This would apply in fire-fighting training or operating audiovisual equipment.

Step 2 is the time the instructor should ask a number of questions to be sure the students understand what they are saying rather than simply repeating the instructor's words. Such questions would be as follows:

“What do I do next?”

“How do I do that?”

“What should happen now that will demonstrate to me that the steps I have taken are correct?”

“Is there anything I should be careful of at this point?”

“Why do we do it this way?”

The instructor should require complete answers and stress correct terminology if that is important. The instructor should be reasonably sure that students have a good grasp of procedures before moving on to the next phase of instruction.

In step 3, the students perform the skill. Before any movement, however, the students explain what they are about to do and how they are going to do it. While students are attempting this new operation, the instructor must remember that there may be some who are slow learners or who make more mistakes than others. These students should not be rushed. The instructor should be patient and should not interrupt or remove the training aid from them unless personal injury or harm to the equipment is imminent.

The instructor should assist only when asked. If a student appears confused, a review of procedures by the student and instructor together will usually clear up misunderstandings. A word of praise should be given when students perform well.

During step 4, the students practice the entire skill while the instructor observes. At first, the instructor should emphasize accuracy and later speed, if that is important. The instructor needs to be particularly observant at this point to note any bad habits or variation in procedures which may creep in. When such discrepancies are noted, the instructor should stop the operation to correct these mistakes before they are practiced repeatedly. Again, violation of safety precautions should never be overlooked.

General Hints for the Instructor

The instructor should stress correct procedures on the student's first attempt at performing a new skill. The most effective learning results when initial learning is followed immediately by periods of practical application.

Safety precautions should be emphasized at the point in the demonstration that they apply. Explaining the reasons for the precautions will help students understand the need for compliance.

Whatever the type of training, if the instructor finds that the students have not mastered the skill or absorbed the knowledge, the first reaction may be to assume that the students are at fault. However, this may not be the case. Failure to learn on the part of the student is sometimes the result of poor instruction—as in the saying “If the learner hasn't learned, the teacher hasn't taught. While there maybe some exceptions to this old adage, every really good instructor is

always ready and willing to become a better instructor. The end product of well-informed students will more than justify the extra effort required.

RELIGIOUS EDUCATION

Religious education programs for military personnel and their dependents have traditionally been provided at commands whenever a substantial dependent population existed. Unity and continuity in such religious education is made difficult by frequent transfers of military families. The various and unique denomination requirements also influence the religious education programs that are provided for dependent children of military personnel. For these reasons, the Navy, Army, and Air Force make available religious education curricula and materials designed especially for military religious education programs. The curriculum for dependent children at Navy and Marine Corps shore activities is usually selected from the following three resource guides: *Cooperative Prostseant Religious Education Curriculum*; *Catholic Curriculum and Resource Guide*; and *Unified Jewish Religious Education Curriculum*. Selection of these materials is supervised by a member of the Armed Forces Chaplains Board. The RP will probably be tasked by the command chaplain to obtain material from these three sources in order to provide a standardized religious education program for command personnel and their dependents.

The command usually has a supply of religious literature in book and pamphlet form available for use by command personnel and their families. Pamphlet racks containing such literature are likely to be found at the entrance to the chapel, in the offices of the chaplain and RP, and at other convenient places. Many stations also have libraries with sections devoted to religious books and novels.

COORDINATING RELIGIOUS EDUCATION PROGRAMS

Senior RPs are often assigned to large commands ashore where religious education programs are offered to commad personnel and their families. Some of the large-scale programs may have a salaried civilian employee who serves as Director of Religious Education (DRE).

Even in cases where a DRE is serving, a senior RP can provide that vital link between civilian and military to coordinate the program. In this function, the RP is not acting as the DRE, chaplain, or curriculum instructor, but rather as one who enables, one who provides, one who monitors, one who assists, one who informs, and one who evaluates.

SPECIFIC TASKS INVOLVED IN COORDINATING RELIGIOUS EDUCATION PROGRAMS

There are four specific tasks related to coordinating religious education programs. These four tasks are addressed in the following sections.

Assisting the Chaplain in the Recruitment of Volunteers

In order to have a continuous religious education program to benefit military members and their families, volunteers are needed in every facet of the program. Volunteers who assist in the operation of the religious education program not only are helping the students but also, in a very true sense, are benefiting the Navy.

It is established, then, that volunteers are needed. But, will they show up in droves to set the religious education program in motion? Hardly. If even one lay person would volunteer through a sense of service or loyalty, then that would certainly be a banner day for the Command Religious Program.

Volunteers should be made fully aware of what they are being asked to volunteer for. For example: "A volunteer is needed to teach the Protestant Sunday School curriculum during 1986 to the 4- and 5-year-olds. Curriculum analysis may be involved. Logistical support and teacher training will be provided."

Sometimes lay persons who are fully qualified and available to volunteer for any facet of the religious education program are reluctant to offer their services because of previous unpleasant experiences. For example: "I volunteered to serve as Sunday School secretary at our last duty station because I had done that in our church back home. Little did I know that there was much more to it than keeping attendance records. After a couple of weeks I was tasked with teaching the high school class. If they wanted a teacher, why didn't they say so instead of misleading me?"

Since there are frequent transfers of personnel, the recruiting effort must be a continual process. If possible, substitute teachers should be identified as well. Illnesses of teachers or leave periods must be taken into account, and alternate teachers may be needed or some classes may have to be combined for a session or two.

The actual recruiting, interviewing, and assigning of volunteers are functions of the chaplain. However, the RP can greatly assist the chaplain in the identification of prospective volunteers. This can be accomplished in the following ways:

Ž The chaplain may choose to conduct an actual survey of command personnel and their families, at which time the need for volunteers can be emphasized and talent searches can be conducted.

Ž The chaplain may choose to distribute a command religious program questionnaire, such as the one shown in figure 6-4.

Ž The chaplain may seek volunteers from responses made on pew cards available at religious services.

Ž The chaplain may emphasize the need for volunteers at welcome aboard briefings.

If a survey is ordered by the chaplain, the RP should check the results of any previous surveys. In order to have a worthwhile program of religious education, assigned personnel and their families must be aware that a program exists and that a chaplain and RP staff are present to make the program function. Target areas for a survey should include all work spaces and all family housing areas. On a survey, the leading RP should accompany the chaplain to record survey information. Many questions concerning any facet of the Command Religious Program could be answered by these two individuals working in tandem.

It should be remembered that the chaplain's key function in the recruitment of volunteers is to elicit a religious commitment from individuals. This function should not be conducted by RPs, because it relates to the chaplain's responsibility as a member of the clergy.

Individuals who may be thinking about volunteering to assist in the religious education program should be permitted to state their preference for the areas in which they would like to serve rather than being "pushed" into a

COMMAND RELIGIOUS PROGRAM QUESTIONNAIRE

NAME _____ RANK/RATE _____ DIV _____ DATE _____

PHONE _____ WORK CENTER _____ LCPO/LPO _____

APPOINTMENTS WITH THE CHAPLAIN CAN BE MADE MON-FRI 0730-1600 EXT 1701.
EMERGENCIES CAN BE SEEN ANY TIME BY CONTACTING THE DUTY CHAPLAIN VIA
THE COMMAND DUTY OFFICER.

AGE GROUP (OPTIONAL): 17-20 21-25 26-30 31-36 37-42
43-50 51-55 56-60 61-OVER

DO YOU FEEL THE COMMAND RELIGIOUS PROGRAM IS MEETING YOUR NEEDS?

DO YOU HAVE ANY SUGGESTIONS TO OFFER WHICH YOU FEEL WOULD IMPROVE THE
COMMAND RELIGIOUS PROGRAM?

WHICH PART(S) OF THE COMMAND RELIGIOUS PROGRAM DO YOU FEEL SHOULD
RECEIVE MORE EMPHASIS?

WHICH LESS EMPHASIS?

ARE THERE AREAS OF THE COMMAND RELIGIOUS PROGRAM WHERE YOU WOULD
VOLUNTEER TO DONATE YOUR TIME AND TALENT?

CHOIR	NURSERY	CHAPEL COUNCIL
ORGAN	USHER	SUNDAY SCHOOL TEACHER
PIANO	RECREATION COMMITTEE	CHURCH SCHOOL WORKER
RELIGIOUS EDUCATION INSTRUCTOR:		PROTESTANT CURRICULUM
		JEWISH CURRICULUM
OTHER: _____		ROMAN CATHOLIC CURRICULUM
		OTHER CURRICULUM

RESPONSE TO LITERATURE READ HELPS US KEEP THE LITERATURE PROGRAM AS A
VIABLE ELEMENT OF MINISTRY. IF YOU WOULD LIKE TO RESPOND, PLEASE DO
SO IN THE SPACES BELOW.

TITLE OF LITERATURE: _____

WOULD YOU LIKE TO SPEAK WITH THE CHAPLAIN CONCERNING THE LITERATURE?

WOULD YOU LIKE FOR THE CHAPLAIN TO VISIT YOU AND YOUR FAMILY IN YOUR
HOME?

IF SO, PLEASE PHONE THE OFFICE, EXT 1701, FOR AN APPOINTMENT.

41.1

Figure 6-4.—Command Religious Program Questionnaire.

volunteer slot by the chaplain or RP. For example: "Thank you, Mrs. Duncan, for volunteering to sing in the choir, but we really need someone to teach the fifth grade boys Sunday School class." If volunteers feel that their offer of service is not appreciated or that they are being manipulated to do something they did not offer to do, they will most likely drop out.

Most people fear the unknown. For this reason the survey team should carry position descriptions with them while conducting the survey. Then, volunteers will have a general idea of what will be expected of them.

Personal contacts during the survey will probably have a more favorable effect than just distributing information sheets for volunteers to complete and return, or having pew cards or questionnaires available for personnel to complete and give to the chaplain or RP. There is generally a low rate of return on such items. Visibility of the chaplain and RP is very important in the recruitment of volunteers.

Managing Training Programs for Curriculum Instructors

Persons who volunteer for positions as curriculum instructors may be well versed in the curriculum, fully understand the expectations of the position description, yet be completely unprepared to teach classes because of a lack of teacher training. Classroom instructors need not fend for themselves and stumble along without teacher training.

Some of the teacher training can and should be conducted by the chaplain and leading RP. The chaplain should be consulted as the resident expert in the areas of curriculum, classroom teaching techniques, or the development of lesson plans. The chaplain may consult an outside resource agency to facilitate teacher training. The leading RP should brief instructors on such subjects as procurement procedures for equipment and supplies, operation of equipment, and personnel support.

Working together with the chaplain, the RP staff can make teacher training a worthwhile process for volunteer curriculum instructors. Management of these training opportunities can put the volunteers at ease and can provide them with guidelines for becoming successful and valuable curriculum instructors.

Assisting the Chaplain in Curriculum Evaluation

Sometimes a curriculum, regardless of how well it is prepared, may still not meet the needs of individuals enrolled in religious education classes. Curriculum material may be difficult for students or teachers to follow. The print may be too large or too small. Too few illustrations may be available. Prepared lesson plans for teachers may or may not be provided. Topics may be too general, too specific, or too controversial.

A variety of factors surrounding the presentation of curriculum to students demands that curriculum be evaluated for content and applicability by the chaplain, teacher, and RP.

Monitoring the Religious Education Program for Effectiveness

The leading RP should monitor the religious education program for effectiveness. A weekly status report to the chaplain will highlight any trends that may be developing and identify problem areas so that corrective action can be taken quickly; for example, students may suddenly stop attending classes. There may be valid reasons for this, but generally it is because the student is dissatisfied with either the instructor, the curriculum, the classroom atmosphere, or perhaps a combination of these factors. If students are interested in the material, enjoy the teacher, and are comfortable in the classroom, they will attend classes.

The best time to deal with difficulties is when they occur or, if possible, before they occur. This points to the necessity of monitoring the program for effectiveness. Graphs and charts will be of great value in this area; for example, a Confraternity of Christian Doctrine (CCD) class which has 24 students enrolled may show the following attendance pattern:

<u>Date</u>	<u>Number Enrolled</u>	<u>Number Present</u>
9-10-85	24	24
9-12-85	24	23
9-17-85	24	16
9-19-85	24	17
9-24-85	24	13
9-26-85	24	5

Definitely by the 19th the chaplain and RP must investigate to determine the reason for the sharp decline in attendance. Corrective action should be taken as soon as possible.

On the other hand, the same CCD class may produce the following attendance pattern:

<u>Date</u>	<u>Number Enrilled</u>	<u>Number Present</u>
9-10-85	24	24
9-12-85	24	23
9-17-85	24	27
9-19-85	24	29
9-24-85	27	27
9-26-85	27	32

This trend may necessitate one or more of the following actions:

- Preparing another classroom space
- Recruiting an additional teacher
- Ordering more supplies and curriculum material
- Adjusting meeting times or places
- Adjusting equipment or facilities usage schedules

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